

The functions of NQFs & EQF *....from a European perspective*



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Arjen DEIJ, 12 November 2009

Key concepts

Qualifications

Qualifications systems

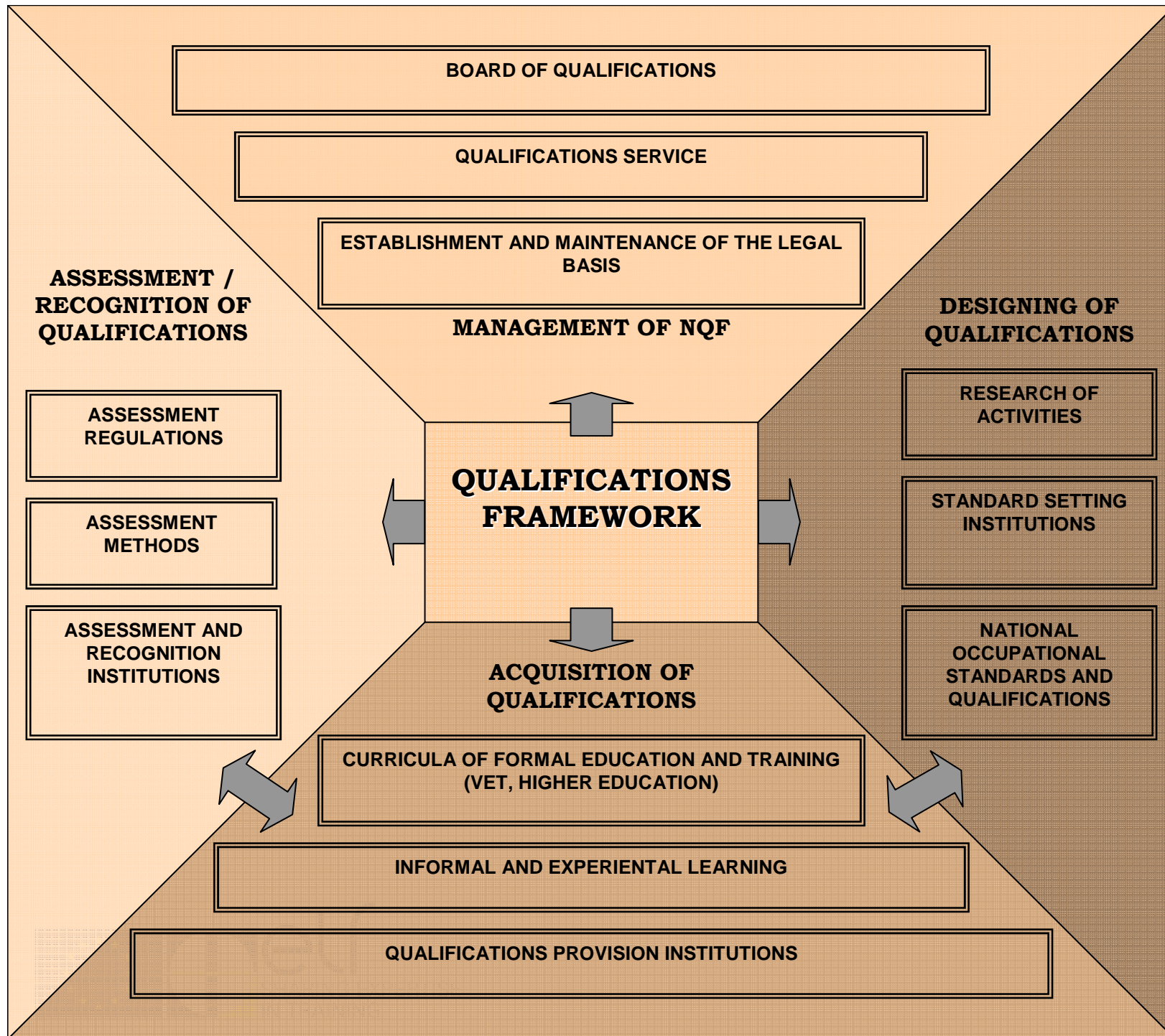
Qualifications frameworks

Terminology of European education and training policy

[http://europass.cedefop.europa.eu/europass/home/hornav/
Glossary.csp](http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp)



Also available in Turkish!



*It takes time , agreement,
resources and capacities
developing a qualifications
frameworks*

access

progression

mobility

**career & personal
development**

recognition

*Can we deliver people with
more opportunities to fulfil
their personal, economic and
societal potentials?*



**Qualifications Frameworks
are bridging devices**

**Health Warning for Policy Makers
Do not expect miracles
Qualifications Frameworks are
Classifiers of Qualifications**

Policy expectations of Qualifications Frameworks

- 1) Strengthen young people's motivation to learn**
- 2) Increase flexibility and ensure responsiveness**
- 3) Link education and work**
- 4) Broaden access to qualification**
- 5) Diversify assessment processes**
- 6) Make qualifications progressive**
- 7) Make the qualifications system transparent**
- 8) Increase efficiency and lower cost**
- 9) Better management of the qualifications system**

The drivers for developing frameworks have changed

1st generation Qualifications Frameworks

Developed from national perceptions, mainly determined by internal drivers, and often using experimental approaches

2nd generation Qualifications Frameworks

Have tried to learn from 1st generation experiences, in terms of design and processes. Seeking more communication with other national systems on a bilateral basis, but influence of external drivers is limited

3rd generation Qualifications Frameworks

Internal drivers remain important, but external drivers have a significant impact on the technical design of frameworks and the QA arrangements

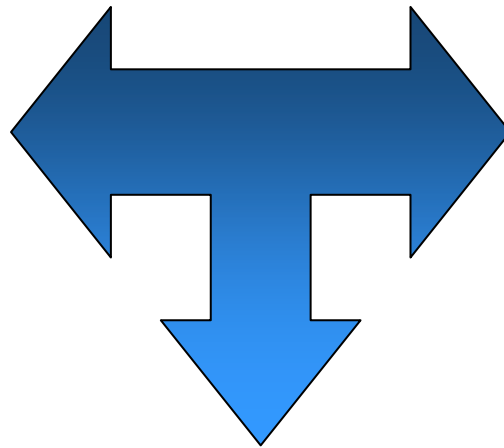
European Qualifications Framework

- Translation mechanisms of levels and qualifications between systems
- Lead to more transparency, support mobility, support lifelong learning
- Support comparability through mutual trust, quality assurance and the use of learning outcomes
- **Does not** provide European wide recognition, is not about European standards or establishing a common European education and training system

EQF and Lisbon process

European countries to increase competitiveness of their workforce globally

Diversity of
education &
training systems
in Europe



Transnational trust,
enable the
exchange of
qualifications
internationally

European Qualifications Framework

The core of the framework: the 8 EQF levels

- Relate system to system
- Enable reference to all learning
- Generic descriptors, not a blue print for NQFs
- Indicate the **learning outcomes (knowledge, skills and competences)** relevant to qualifications at that level in any system of qualifications








The EQF process

2008	EQF approved
2008	EQF advisory group established
2008/9	Referencing criteria agreed
2009/11	Referencing of national levels completed
2012	National qualifications mention EQF levels

A tight timetable...



THE CONTEXT FOR TURKISH NQF FOR LLL

	 EQF	 FUTURE NQF	 MYK MESLEKİ YETERLİLİK KURUMU	 bologna process	 TK HE Framework	 T.C. MİLLÎ EĞİTİM BAKANLIĞI	 Business Turkey Other certificates
8				D			
7				M			
6				B			
5				SHORT CYCLE			
4							
3							
2							
1							

Recent European Experiences

- Many countries in Europe have decided to develop QFs. This development is stimulated by the EQF
- NQF is not about implementing EQF nationally, but about how national qualifications are related to one-another
- These QFs are meant to improve the functioning of deployment of people, opening up E&T systems and improve quality (assurance).
- QFs cannot lead to these results on their own, but need to be part of wider E&T reforms
- Every QF is different: a unique response to a given situation. It changes overtime.
- The development & implementation of QFs takes years; It requires resources, commitment of stakeholders and adaptability
- The development passes through different stages, in a dynamic and iterative way (looking backwards and forwards and changing direction sometimes).

Who supports and owns the framework? – the importance of agreement among stakeholders

- QFs are developed on the basis of negotiation, and consensus between stakeholders
- Beyond the Ministries of Education - who is involved?
- Are all the relevant stakeholders involved?
- Who leads the implementation process?
- Radical top-down approach or agreed changes built on compromise?
- Balancing past experience and future goals?
- Involving or excluding providers as partners?

Conclusions

All QFs are different & respond to specific challenges

Existing QFs are **different from each other**

QFs are **tools** to respond to changing labour and educational needs in demographically changing societies

To what extent are QFs addressing concrete challenges? e.g. improved access, enhancing basic & core skills, providing second chances, up skilling people, increase competitiveness, addressing skill shortages and aging labour forces, recognise qualifications & skills from migrants, provide more flexibility, mobility, facilitate career changes, enhance quality & QA

QFs are **partial tools** and need to be part of larger reforms, including improved opportunities for skills acquisition

In the end QFs should deliver people with **more opportunities** to fulfil their personal, economic and societal potentials

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Thank You

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